



WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. BOX 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

EXEMPT RECRUITMENT ANNOUNCEMENT Executive Director Washington State Board of Education

Location: Olympia, Washington
Salary and Benefits: \$80,000—\$91,333 (DOQ)
Closes: July 6, 2006

State Board of Education Profile

The State Board of Education is authorized by the Washington State Legislature to provide advocacy and strategic oversight of public education; implement an accountability system that results in improved student learning; and provide leadership in the creation of a system that personalizes education and respects diverse cultures, abilities and learning styles. The Board also promotes achievement of the goals of Washington's Basic Education Act, approves changes in the scores needed to meet the standards on the Washington Assessment of Student Learning (WASL), and will be responsible for implementing selected policy recommendations of the Governor's Washington Learns Committee.

The Board's roles and responsibilities were changed significantly 2005 legislative session and further amended in the 2006 legislative session. Prior to the change, the Board was required to administer a multitude of tasks and programs from school district boundary adjustments to oversight of school construction and accreditation.

The Washington State Board of Education is comprised of sixteen members. Five members are elected regionally by representatives of local school boards; seven are gubernatorial appointees. The Superintendent of Public Instruction and one private school representative also serve. In addition to the fourteen voting members, the Washington Association of Student Councils appoints two high school members. The new Board met for the first time in March 2006.

Scope of Responsibility:

The State Board of Education is seeking a proven leader with a passion for excellence in public education to serve as Executive Director. The Executive Director is appointed by, reports to, and serves at the pleasure of the Board.

The new role for the State Board provides a unique and exciting opportunity for the Executive Director to work with Board members in shaping the Board's new policy framework and activities. The Executive Director will work with Board members to develop the Board's strategic plan, identify policy priorities, and make legislative and other recommendations for improving the education of students in Washington State.

This position is responsible for the overall operation of the Board and includes planning, organizing, directing, and supervising the Board's staff. The Board's annual budget is approximately \$500,000.

Essential activities include, but are not limited to:

- Assures that the Board has access to relevant information and understands the impact and implications of their policy options;
- Provides research and policy analysis on issues and prepares drafts of needed documents for consideration by the Board, which will often include identifying relevant connections between various initiatives;
- Works with Legislators, education organizations, citizen groups, state agencies, the Governor's Office, and representatives of local and federal government to provide information to the Board for consideration in the decision-making process;
- Represents the State Board at conferences and functions, makes presentations as necessary, and speaks for the Board to news media and public forums on matters arising before the Board;
- Prepares and organizes a budget to assist the Board with policy decisions;
- Provides regular and accessible financial updates.

Key Competencies:

- A strong commitment to improving education in the State of Washington;
- Ability to work efficiently and productively with a commission or board;
- Demonstrated interpersonal and political skills working with a variety of entities such as legislative bodies, state and federal agencies, tribal governments, local governments, educational associations, interest groups and parents;
- Successful record of building relationships with diverse interests;
- A keen understanding of the achievement gap and the challenges facing low-income children and families;
- Excellent verbal and written communications skills;
- Ability to supervise staff, setting goals and measuring performance;
- Strong listening skills;
- Effective team builder;
- Knowledge and commitment to the overall goals of educational reform;

- Strong research skills (must understand and use research and data to guide the work of the Board);
- Strong mediation and consensus building skills.

Desired Qualifications and Credentials:

- A Master's degree in public policy, public administration, education or closely allied field;
- Strategic planning, policy development and/or successful legislative advocacy experience;
- Supervisory, budget and fiscal experience;
- Preference will be given to those candidates who possess relevant experience in educational reform.

To Be Considered for this Position, Please Submit:

- A cover letter (no more than two pages) outlining your interest in the position that also specifies how you meet the qualifications of the position;
- A chronological resume including: dates and total month/years in each position held for each previous employer;
- A list of three professional references from different employers.

Sheila Emery

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Email: SEmery@ospi.wednet.edu Internet: <http://www.sbe.wa.gov>

Electronic application packages are encouraged and should be sent in ***MS Word format only.***

Office of Superintendent of Public Instruction

APPLICANT PROFILE DATA FORM

Completing this form will enable Washington State to assess the many talents and skills that are available throughout the workforce. To ensure equal employment opportunity, we ask your voluntary cooperation in responding to the questions below. This information will be treated as confidential, and will be available *only* to authorized personnel. Please review the Affirmative Action Definitions below.

Name: _____ Date: _____

1. What race or culture do you consider yourself? *If you are more than one race, please circle "Other Race."*

Aleut	Cambodian	Filipino	Hispanic	Korean	Spanish
Asian	Chinese	Guamanian	Indian	Laotian	Vietnamese
Black	Eskimo	Hawaiian	Japanese	Latino(a)	White

Other Race (specify/indicate race or culture): _____

If you are more than one race, also circle "Multi-Racial" and indicate your preference for Affirmative Action purposes:

Multi-Racial: _____

Affirmative Action Preference

2. Are you? Male Female

3. Have you ever been on active duty in the U.S. Armed Services?

Yes (if circled, see 3a and 3b) No

3a. Dates served: from: _____ to _____

3b. Are you a disabled veteran? Yes (____%) No

4. Do you have any physical, sensory, or mental condition that substantially (rather than slightly) limits any of your major life functions, such as: walking, speaking, seeing, hearing, breathing, working, learning, caring for oneself or performing manual tasks? Yes No

Date of Birth: ____/____/____

Signature: _____

Affirmative Action Definitions

American Indian or Alaskan Native. A person with origins in any of the original peoples of North America and who maintains cultural identification through documented tribal affiliation or community recognition.

Asian/Pacific Islander. A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. For example, China, Japan, Korea, Pakistan, the Philippine Republic, and Samoa.

Black/African-American. A person with origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. For example, persons from Brazil, Guyana, or Surinam would be classified according to their race and would not necessarily be included in the Hispanic category. This category does not include persons from Portugal, who should be classified according to race.

White/Caucasian. A person with origins in any of the original peoples of Europe, North Africa, or the Middle East.

Disabilities. For Affirmative Action purposes, people with disabilities are persons with a permanent physical, mental, or sensory impairment which substantially limits one or more major life activities. Physical, mental, or sensory impairment means: (a) any physiological or neurological disorders such as mental functions; or (b) any mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, or any specific learning disability. The impairment must be material rather than slight, and permanent in that it is seldom fully corrected by medical replacement, therapy, or surgical means.

Disabled veteran. A person entitled to disability compensation under laws administered by the U.S. Department of Veteran Affairs for disability rated at 30 percent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

Vietnam-era veteran. A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964, and May 7, 1975, and was discharged or released from duty with other than a dishonorable discharge.

Please assist our agency in its recruitment efforts by indicating how you learned of this career opportunity.

- ☐ OSPI Recruitment Announcement
- ☐ OSPI Website
- ☐ Newspaper
- ☐ Professional Magazine/Periodical
- ☐ Employment Service Center
- ☐ Other Website (please specify) _____
- ☐ Job/Career Fair – Location _____
- ☐ State Agency (office/location) _____
- ☐ Other

Thank you for responding to our survey.